**** **Lauren Greenhill**

**10/22/12-10/26/12**

**NELA Internship Weekly Activity Log**

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|  | **Teacher**  **Observation** | **Teacher**  **Evaluation** | **Teacher**  **Mtgs** | **Building Meetings** | **District**  **Meetings** | **Community Mtgs/Contacts** | **Extra-**  **curricular**  **Events** | **Management Tasks** | **Other** |
| **Monday** |  |  |  | **Admin Mtg.** |  |  | **Peewee Football Game @ TJ Davis Rec Center!** | **AM, Lunch, and PM Duties** | **Case 21 Benchmarks (all AM); planned, organized, and distributed all materials, helped troubleshoot** |
| **Tuesday** |  |  |  |  |  |  |  |  | **NELA** |
| **Wednesday** |  | **Chang Pre-Conference @ 1:30** | **Spoke w/ Ms. Taylor about collaborative grps in math, helping to find resources** | **Faculty Mtg. @ 3:30 (shared Shout Outs video!)** |  | **Called Mrs. Kurzontkowski (PTA treasurer) back abt grants/playground** |  | **AM, Lunch, and PM Duties**  **Tallied efficacy surveys** | **Picture Day!**  **Case 21 Benchmarks**  **Reflective discussion w/ Edwards abt teacher efficacy** |
| **Thursday** |  | **Chang Observation @ 9:20** |  |  |  |  |  | **AM, Lunch, and PM Duties**  **Case21 Benchmarks** | **PBIS Fun Day Planning**  **Webinar on MSLs/Accountability w/ admin team** |
| **Friday** |  |  |  |  |  |  |  | **AM, Lunch, and PM Duties**  **Worked on Monday Morning Monitor** | **Belmont FUN DAY! Worked outside with classes and kids all day- GREAT SUCCESS!** |

**Reflection on Weekly Log:**

**Takeaways:**

* **COMMUNICATION; w/ teachers and b/w admin team members**
* **“We HAVE to see all 4 walls, not just the classroom walls.”**
* **Success and feedback from shout-outs initiative-ARTIFACTS FOR THIS?!**
* **Benchmark logistics: admin NEEDS to be involved, is necessary even if it seems menial.**

First, I have to say….I really *felt* like a school administrator this week. Not that I haven’t had moments of this so far throughout the year, but this week I really felt as if the staff trusts me and sees me as one of our school’s leaders. I have made it a point to be “in the trenches” with as many staff members as I can, in order to accomplish what Standard 7 talks about with micro-political leadership; I worked every day with the guidance counselor on benchmarks last week and this week, I clean the cafeteria tables after my lunch duty every day to help out the cafeteria staff, I was the only administrator to help pass out lunches during Friday’s Fun Day picnic, etc. I do this not just because I want to, but I remember how it feels to see administrators detached from logistics and execution of everyday things, and I do *not* want to be that person. All that to say, I think this is part of the reason that the staff has grown to trust me (I even went to Sunday lunch at a staff member’s grandmother’s house this afternoon!): because I have tried time and again to actually “practice what I preach,” follow through, and show that I will not ask anyone to do something I’m not willing to do myself. On the student side of this, I have a had a group of little boys asking me for several weeks to come to their football game, but I have either had class or been out of town; FINALLY, though, they had a Monday night game that I was able to attend, and it was such a great feeling to see a bunch of little faces waving and jumping up and down at me from the sidelines! ☺

I also saw one of my weaknesses reflected this week in our discipline discussions around the students who weren’t allowed to attend the Fun Day festivities. Fun Day was our 1st nine-weeks PBIS reward day, and the PBIS team had decided early on in the year that a student would not be able to attend if they had received 2 written school referrals to Refocus (basically ISS) and any official ISS/OSS offenders. Seemed pretty clear-cut to me—little did I know that we would have SO many issues around this. “Do bus referrals count?” “What about ‘time-outs’ with no referral?! Little Johnny is in time-out almost every day, but he’s never been to Refocus!” “We’re not counting referrals sent home in Tuesday Folders, only ‘official’ referrals? That doesn’t seem right!” “I know Sam was in ISS one day for fighting, but he’s normally really good—does he have to miss the day? He’ll be so upset, and I don’t think he deserves it…” Whew!!! It really made me think about my own subjectivity when it comes to discipline, and how I would have thought about the situation as a *teacher,* as opposed to now having to think about it as an *administrator*. As Kelvin and Rita (our Refocus coordinator) reminded me, we have to see the *whole* child and ALL walls, not just what happens in my classroom. The situation also reminded me that the focus of PBIS is to reward *positive* behaviors, not to focus on negative ones; therefore, missing the Fun Day did not need to be messaged as a punishment (because the kids had already been punished for their various offenses!), but rather as a re-teachable moment and as a motivator for attendance next time. Over the next few weeks, I’ll be pushing myself to think about how I need to respond to the teachers who were like me ☺, and didn’t always understand why administration did what they did when it came to student behavior.

In terms of artifacts, I have some videos from observations, as well as messaging around the “shout outs” that I’ve been encouraging—more on that to come! ☺